

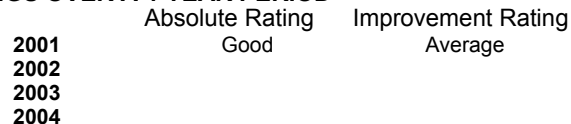
ABSOLUTE RATING: Good

IMPROVEMENT RATING: Average

Number of Elementary schools with students like ours: 96.

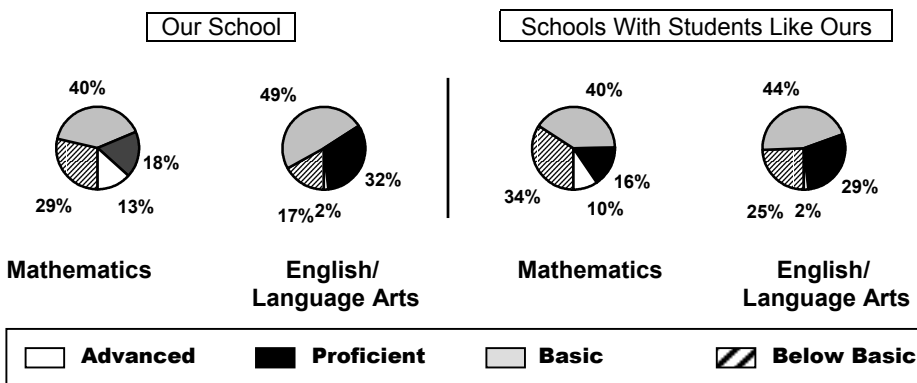
The absolute ratings for those schools ranged from below average to good. For improvement ratings, the range was from unsatisfactory to excellent.

RATINGS OVER A 4-YEAR PERIOD



(Definitions of School Rating Terms on Page 4)

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

Science scores are to be reported on the 2004 School Report Card. Social studies scores are to be reported on the 2005 School Report Card.

PERCENT OF STUDENTS SCORING BASIC OR ABOVE ON THE PACT				
Student Group	English/ Language Arts	Math	Science	Social Studies
All students (n=283)	83	71.4	N/A	N/A
Students with disabilities other than Speech (n=11)	N/A	N/A		
Students without disabilities (n=268)	84.3	71.6		
Gender				
Male (n=138)	80.4	68.1		
Female (n=141)	87.9	75		
Ethnic Group				
African American (n=189)	81.5	67.2		
Hispanic (n=27)	N/A	N/A		
White (n=50)	88	80.8		
Other (n=13)	N/A	N/A		
Lunch Status Group				
Free/reduced-price Lunch (n=186)	83.3	69.5		
Pay for lunch (n=93)	86	75.8		

SCHOOL PROFILE

INDICATORS OF SCHOOL PERFORMANCE

SCHOOL	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
• Dollars spent per student	\$5,915	N/A	\$5,222	\$5,347
• Prime instructional time	90.8%	Down from 93%	90%	90.2%
• Student-teacher ratio in core subjects	17.8 to 1	N/A	18.4 to 1	18.7 to 1
STUDENTS (n=616)				
• Attendance Rate	96.7%	Down from 96.9%	96%	96.2%
• Students with disabilities other than speech taking PACT (ELA) off grade level	3.9%	N/A	4%	4.1%
• Students with disabilities other than speech taking PACT (math) off grade level	2.1%	N/A	3.1%	3.1%
• First graders who attended full day kindergarten	96.3%	Up from 63.5%	96.6%	96.3%
• Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
• Retention rate	1.2%	Down from 1.8%	3.8%	3.6%
TEACHERS (n=49)				
• Professional Development days per teacher	7.8 Days	Up from 6.4	7.4 Days	7.6 days
• Attendance Rate	95.4%	Down from 96.8%	95.1%	95.1%
• Teachers with advanced degrees	49%	Down from 54%	45.9%	47.7%
• Continuing contract teachers	79.6%	Down from 80%	85.2%	83.8%
• Teachers with out-of-field permits	0%	No change	0%	0.0%
• Teachers returning from the previous school year	83%	Up from 82.3%	88.5%	87.2%
• Average teacher salary	\$36,353	Up 3.1%	\$37,124	\$37,520

SCHOOL FACTS

	Our School	Change From Last Year	Schools with Students like ours	Median Elementary School
SCHOOL				
• Percentage of expenditures spent on teacher salaries	68.8%	N/A	65.6%	65.3%
• Principal's years at the school	1.5	N/A	4	4.0
• Parents attending conferences	86.8%	N/A	95.5%	95.6%
• Opportunities in the arts	Good	N/A	Good	Good
STUDENTS				
• On academic plans	29.3%	Up from 9.3%	45.5%	43.1%
• On academic probation	0%	N/A	0%	0.0%
• Older than usual for grade	0.5%	Down from 0.7%	1.3%	1.1%
• Suspended or expelled	0	N/A	1	1
• Gifted and talented	16.3%	Down from 22.4%	10.7%	11.5%
• With disabilities other than speech	4%	Up from 3.6%	8.8%	8.4%



PRINCIPAL'S / SCHOOL IMPROVEMENT COUNCIL REPORT

L.W. Conder Elementary School completed a successful school year 2000-01. The faculty and staff, in collaboration with the School Improvement Council, have implemented goals and strategies spelled out in the school renewal plan and have achieved positive results.

This year we were honored to have a fourth-grade student selected to attend the Benjamin Carson Summer Science Academy at Morehouse College. Nine fifth graders were chosen to participate in the middle school magnet programs. Four teachers have gone through the National Board Teacher Certification process.

Our teachers designed their curriculum to address the district and SC State Standards. Both teacher-directed and computer-generated instruction were provided during before-school and after-school tutorial programs for students with academic difficulties.

Keeping our teacher-pupil ratio down in the primary grades was a priority that proved to have a positive impact on our test scores. We provided an instructional assistant for each grade level who gave one-on-one instruction for at-risk students. We hired a certified academic assistance teacher to help students who were experiencing academic difficulties. We assigned mentors for students through the Spring Valley Rotary Club volunteers, Richland Northeast High School cadets, and Americorps members.

In an effort to meet the needs of the "whole child," we implemented a school-wide character education program and expanded our student recognition programs. We increased parental involvement through our "Very Involved Parent" program and our Family Reading, Math, and Science nights. After-school care was provided for more than one hundred students as they awaited their parent's arrival from the workplace. In addition to receiving academic reinforcement, these students participated in sports and the arts. Because of our commitment to the "whole child," Conder Elementary School is a place where staff and students excel, and where parents and community care.

Dr. Shirley Watson, Principal

EVALUATIONS BY TEACHERS AND STUDENTS

Percent	Teachers	Students	Parents
Satisfied with learning environment	97.8	92.2	(Avail. 2002)
Satisfied with social and physical environment	100.0	87.1	
Satisfied with home-school relations	89.1	94.2	

DEFINITIONS OF SCHOOL RATING TERMS

Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal.

Average – School performance meets the standards for progress toward the 2010 SC Performance Goal.

Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

4002073

L W Conder Elementary
8040 Hunt Club Road
Columbia, SC 29223

Grades PK-5 Elementary School

Enrollment: 616 Students

Principal

Dr. Shirley Watson 803-736-8720

Superintendent

Stephen W. Hefner 803-738-3236

Board Chair

Michael Montgomery 803-779-3500

THE STATE OF SOUTH CAROLINA

Annual School
Report Card

2001

School Grade:
Good

South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit our website at
www.myscschools.com